



# **ROCHELLE PARK SCHOOL DISTRICT**

## **Midland School #1 English Language Arts Curriculum Grade 8**

### **Rochelle Park Mission Statement**

We envision an educational community, which inspires and empowers all students to become self-sufficient and to thrive in a complex, global society.

### **Rochelle Park Vision Statement**

- ❖ Establish and maintain a shared responsibility among home, school, and the greater community which fosters student learning, accountability, and citizenship.
- ❖ To provide curricula that enables all students to meet or exceed current national, state, and local standards.
- ❖ We will utilize a variety of formative and summative assessments in order to differentiate and guide instruction.
- ❖ The district, as a Professional Learning Community, will provide on-going professional development training and opportunities for collaboration among faculty and staff.



# ROCHELLE PARK SCHOOL DISTRICT

## PACING CHART

<b>Unit</b>	<b>Time Frame</b>
<b>Unit 1: Reading Literature/Writing Narrative</b>	<b>6 weeks</b>
<b>Unit 2: Reading Literature/ Writing Informational</b>	<b>8 Weeks</b>
<b>Unit 3: Reading Informational/ Writing Informational &amp; Argumentative</b>	<b>8 Weeks</b>
<b>Unit 4: Reading Literature/Writing Narrative</b>	<b>8 Weeks</b>
<b>Unit 5: Reading Literature and Informational/ Writing Informational and Argumentative</b>	<b>6 Weeks</b>



# ROCHELLE PARK SCHOOL DISTRICT

## Educational Technology

**Indicators: 8.1.8.A.2; 8.1.8.B.1; 8.1.8.D.1; 8.1.8.D.2; 8.1.8.D.4; 8.1.8.D.5; 8.1.8.E.1**

- Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
- Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- Demonstrate the application of appropriate citations to digital content.
- Assess the credibility and accuracy of digital content.
- Understand appropriate uses for social media and the negative consequences of misuse.
- Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

## 21<sup>st</sup> Century Life and Careers Skills

**Indicators: 9.1.8.B.5; 9.1.8.B.6; 9.1.8.B.5**

- Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
- Evaluate the relationship of cultural traditions and historical influences on financial practice.
- Explain the effect of the economy on personal income, individual and family security, and consumer decisions.



# ROCHELLE PARK SCHOOL DISTRICT

## Career Ready Practices

**Indicators: CRP2, CRP4, CRP6, CRP7, CRP11, CRP12**

- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Use technology to enhance productivity
- Work productively in teams while using cultural global competence.



# ROCHELLE PARK SCHOOL DISTRICT

## Midland School #1

### English Language Arts Curriculum

#### Grade 8

#### Unit 1

<b>Grade: 8</b>	<b>Content: English Language Arts</b>
<b>Topic: Literature/Narrative Writing</b>	<b>Time Frame: 8 weeks</b>
<u><a href="#">NJSLs: Progress Indicators</a></u> RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.7, W.8.4, W.8.5, W.8.6, W.8.9a, W.8.10, SL.8.1, SL.8.1a, SL.8.1b, SL.8.2, SL.8.6, L.8.1a, L.8.1b, L.8.2a, L.8.2b, L.8.4b, L.8.4c.d., L.8.6	

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>Literature is an opportunity to explore life and experiences through a different perspective.</li> <li>Readers develop a deeper understanding through reflection of text.</li> <li>Literary devices and techniques enrich originality in text.</li> <li>The author’s purpose in narrative text is delineated through the use of tone, mood, plot, development, and theme.</li> <li>Writing is a process.</li> <li>Narratives reflect real life emotions and situations.</li> <li>Writers organize narrative fiction using a plot structure.</li> <li>Written communication and proper grammar mechanics promote fluency of communication.</li> <li>Speakers adapt speech to a variety of contexts and tasks.</li> </ul>	<ul style="list-style-type: none"> <li>What are the characteristics or elements that cause a piece of literature to endure?</li> <li>How do readers analyze text closely and respond to various aspects of literary texts by citing evidence?</li> <li>What elements are needed to develop and write an effective narrative?</li> <li>What is the purpose of narrative writing and how do I organize and develop my thinking?</li> <li>How can the writing process strengthen your writing?</li> <li>How can I use technology to share my writing with others?</li> <li>How do I pace my writing as it relates to the task and purpose?</li> <li>How and why are structure and mechanics important to</li> </ul>



# ROCHELLE PARK SCHOOL DISTRICT

- Speaking and listening skills improve communication and understanding.

writing?

- What effect does word choice have on my writing?
- How do improved listening and speaking skills foster clear communication?

## Knowledge and Skills

### Reading: Literature

#### Students will be able to:

- Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

### Writing: Narrative

#### Students will be able to:

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.



# ROCHELLE PARK SCHOOL DISTRICT

- Use variety of transition words, phrases and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.
- Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **Speaking and Listening**

### **Students will be able to:**

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated appropriate.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## **Language**

### **Students will be able to:**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
  - Form and use verbs in active/passive voice.
- Demonstrate command of the conventions of standard English including punctuation, capitalization, and spelling.
  - Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
  - Use an ellipsis to indicate an omission.
  - Spell correctly.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.



# ROCHELLE PARK SCHOOL DISTRICT

- Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Assessments	Resources
<ul style="list-style-type: none"> <li>● <a href="#">Benchmark Assessment</a> : Achieve the Core Sample Benchmark / Reading Literature</li> <li>● <a href="#">Benchmark Assessment</a> : NJ Model Curriculum / Reading Literature</li> <li>● <a href="#">Reading Level Benchmark Assessments</a> The Reading and Writing Project</li> <li>● Teacher Observation (whole class instruction and/or discussion)</li> <li>● Small-group instruction</li> <li>● Textbook Worksheets</li> <li>● Reader’s/Writer’s Workshop/Centers</li> <li>● Guided Reading</li> <li>● Short constructed response questions</li> <li>● Rubrics</li> <li>● Quizzes</li> <li>● Journals</li> <li>● Essays</li> <li>● Quick writes</li> <li>● Summative chapter tests</li> <li>● Projects</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● <b>Textbook: Prentice Hall Literature: Language and Literacy ©2010</b></li> <li>● <b>Potential Short Stories:</b> <ul style="list-style-type: none"> <li>○ "Tell Tale Heart" by Edgar Allan Poe</li> <li>○ "Cask of Amontillado" by Edgar Allan Poe (Honors)</li> <li>○ "To Build a Fire" by Jack London</li> <li>○ " Flowers for Algernon" by Daniel Keyes</li> <li>○ "The White Umbrella" by Gish Jen</li> <li>○ "The Medicine Bag" by Virginia Driving Hawke Sneve</li> <li>○ "The Last Leaf" by O'Henry</li> <li>○ "The Scholarship Jacket" by Marta Salinas</li> <li>○ "The Lottery" by Shirley Jackson</li> <li>○ "Miss Awful" by Robert Cavenaugh</li> <li>○ "Raymond's Run" by Toni Cade Bambara</li> <li>○ "Harrison Bergeron" by Kurt Vonnegut (Honors)</li> <li>○ " The Necklace" by Guy de Maupassant (Honors)</li> <li>○ "The Most Dangerous Game" by Richard Connell (Honors)</li> <li>○ "The Moustache" by Robert Cormier (Honors)</li> </ul> </li> </ul>





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- Portfolio
- Exit Slips
- Do-Nows
- Graphic Organizers
- Presentations
- Powerpoints
- Webquests
- Fishbowl Discussions
- Literature Circles
- Book Clubs
- Homework/Classwork
- Anecdotal Notes
- Student Conferencing (student-student and student-teacher)
- Peer Assessment
- Self-Assessment
- Computer-Based Assessments:
  - IXL
  - Kahoot!
  - Measuring Up Live
  - Actively Learn
  - Blogs

- **Novellas:**
  - "The Pearl" by John Steinbeck (ELA Grade Level/Honors) **or**
  - "The Old Man and the Sea" by Ernest Hemingway (Honors)
- **Memoir:**
  - *A Long Way Gone* by Ishmael Beah (Honors)
- Scholastic Scope Magazine
- Notice & Note: Strategies for Close Reading

## Independent Reading: Memoir

## Poetry

Selected poetry should be read and discussed daily/weekly in an effort to:

- instill a love of poetry
- expose students to various poets
- explore poetic form and structure
- identify literary devices
- discuss universal themes
- analyze for meaning
- become more fluent speakers and more attentive listeners

Potential poetry selections:

- "The Drum" by Nikki Giovanni
- "Harlem Night Song" by Langston Hughes
- "The Road Not Taken" by Robert Frost
- "January" by John Updike
- "O Captain! My Captain!" by Walt Whitman
- "Silver" by Walter de la Mare
- "Ring Out, Wild Bells" by Alfred Lord Tennyson



# ROCHELLE PARK SCHOOL DISTRICT

- "Thumbprint" by Eve Merriam

Additional potential resources for poem selections include:

- *Naming the World: A Year of Poems and Lessons* by Nancie Atwell
- *How to Eat a Poem* edited by the American Poetry & Literacy Project
- *Poetry Speaks Who I Am* edited by Elise Paschen
- *Time You Let Me In: 25 Poets Under 25* Selected by Naomi Shihab Nye
- Poetry for Young People Series
- [Favorite Poem Project](#)

### **Writing:** Memoir

- Nancie Atwell *Lessons that Change Writers*
- Units of Study in Argument, Information, and Narrative Writing, Grade 8 (Calkins)

### **Language and Word Study**

- Vocabulary Workshop Level C
- [Grammar Bytes](#)
- [IXL](#) - Language Arts Exercises

Differentiated Instruction

Interdisciplinary Connections

English Language Arts Curriculum

Grade 8

September 2017



# ROCHELLE PARK SCHOOL DISTRICT

RTI/ELL	Enrichment	
<ul style="list-style-type: none"><li>● Menu activities</li><li>● Extra time for assigned tasks</li><li>● Multi-sensory approach to instruction, assignments, and activities</li><li>● Adjust length of assignment</li><li>● Multiple response strategies</li><li>● Repeat, clarify, or reword directions</li><li>● Small group instruction</li><li>● Read directions aloud</li><li>● Consistent routine</li><li>● Mini-breaks between tasks</li><li>● Provide warning for transitions</li><li>● Frequent feedback</li><li>● Modify/Diversify resources (ex: Newsela)</li><li>● Modify level of learning tasks</li></ul>	<ul style="list-style-type: none"><li>● Frequent feedback</li><li>● Modify/Diversify resources (ex: Newsela)</li><li>● Modify level of learning tasks</li><li>● Menu activities</li><li>● Adjust length of assignment</li><li>● Extension activities</li><li>● High-level thinking and analysis questions and discussions</li><li>● Independent student options</li><li>● Advanced vocabulary opportunities</li></ul>	<p><b>"To Build a Fire" by Jack London</b> Lessons include the geographical study of Alaska, the Yukon, famous trails, and the causes and effects of the Klondike Gold Rush. Students also research the effects of hyperthermia and the severe weather in the Yukon.</p> <p><b><i>The Pearl</i> by John Steinbeck</b> Lessons include the study of oppressive social class structures, pearls, the geography of the Baja peninsula, and the juxtaposition of different cultures. The artwork of Diego Rivera is compared to the theme of social criticism in <i>The Pearl</i>. Music is also identified as a thematic motif throughout the novella.</p>



# ROCHELLE PARK SCHOOL DISTRICT

Midland School #1

English Language Arts Curriculum

Grade 8

Unit 2

<b>Grade: 8</b>	<b>Content: English Language Arts</b>
<b>Topic: Reading Literature / Writing Informative and Explanatory</b>	<b>Time Frame: 8 weeks</b>
<p><u><b>NJSLS Progress Indicators:</b></u>          RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.10, RI.8.1, RI.8.2, RI.8.3, W.8.2 (a-f), W.8.4, W.8.5, W.8.6, W.8.9, W.8.10, SL.8.1a-d, SL.8.2, SL.8.6; L.8.1a-b, L.8.2a-b, L.8.3, L.8.4a-d, L.8.5, L.8.6</p>	

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>Literature is an opportunity to explore life and experiences through a different perspective.</li> <li>Readers develop a deeper understanding through reflection of text.</li> <li>Literary elements and devices enrich originality in text.</li> <li>The author’s purpose in narrative text is delineated through the use of tone, mood, plot, development, and theme.</li> <li>Writing is a process.</li> <li>Structural elements such as context, meaningful order of ideas, transitional elements, and conclusion all help make meaning clear for the reader.</li> <li>Standard grammar and usage are important in making meaning clear to the reader</li> </ul>	<ul style="list-style-type: none"> <li>What are the characteristics or elements that cause a piece of literature to endure?</li> <li>How do readers analyze text closely and respond to various aspects of literary texts by citing evidence?</li> <li>What are the different forms of informational/explanatory texts and how are they organized?</li> <li>How can the writing process strengthen your writing?</li> <li>How can I use technology to share my writing with others?</li> <li>How and why are structure and mechanics important to writing?</li> <li>What effect does word choice have on my writing?</li> <li>How do improved listening and speaking skills foster clear communication?</li> </ul>



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- Writers need to document sources/give credit for the ideas of others.
- Speakers adapt speech to a variety of contexts and tasks.
- Speaking and listening skills improve communication and understanding.

- Why do I adapt my communication to different purposes and audiences?

## Knowledge and Skills

### **Reading: Literature**

#### **Students will be able to:**

- Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
- By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

### **Reading: Informational**

#### **Students will be able to:**

- Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.



# ROCHELLE PARK SCHOOL DISTRICT

- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

## **Writing: Informational**

### **Students will be able to:**

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
  - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Establish and maintain a formal style/academic style, approach, and form.
  - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

## **Research**

### **Students will be able to:**

- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



# ROCHELLE PARK SCHOOL DISTRICT

## Speaking and Listening

### Students will be able to:

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, follow rules for collegial discussions, pose questions, respond to others' questions and comments with relevant evidence, and acknowledge new information expressed by others, qualifying or justifying their own views in light of the evidence presented.
- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind a presentation.
- Adapt speech to a variety of contexts

## Language

### Students will be able to:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
  - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
  - Form and use verbs in the active and passive voice.
  - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
  - Recognize and correct inappropriate shifts in verb voice and mood.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
  - Use an ellipsis to indicate an omission.
  - Spell correctly.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - Interpret figures of speech (e.g. verbal irony, puns) in context.
  - Use the relationship between particular words to better understand each of the words.
  - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.



# ROCHELLE PARK SCHOOL DISTRICT

Assessments	Resources
<ul style="list-style-type: none"><li>● <b>Prentice Hall Literature: Language and Literacy ©2010</b> Selection Assessments, Benchmark Assessments</li><li>● <a href="#">Benchmark Assessment</a>: Achieve the Core Sample Benchmark / Reading Literature</li><li>● <a href="#">Benchmark Assessment</a>: NJ Model Curriculum / Reading Literature</li><li>● The Reading and Writing Project : <a href="#">Reading Level Benchmark Assessments</a></li><li>● Teacher Observation (whole class instruction and/or discussion)</li> <li>● Small-group instruction</li><li>● Textbook Worksheets</li><li>● Reader's/Writer's Workshop/Centers</li><li>● Guided Reading</li><li>● Short constructed response questions</li><li>● Rubrics</li><li>● Quizzes</li><li>● Journals</li><li>● Essays</li><li>● Quick writes</li><li>● Summative chapter tests</li><li>● Projects</li><li>● Portfolio</li><li>● Exit Slips</li><li>● Do-Nows</li><li>● Graphic Organizers</li><li>● Presentations</li></ul>	<p><b>Textbook: Prentice Hall Literature: Language and Literacy ©2010</b></p> <p><b><u>Reading Workshop</u></b></p> <ul style="list-style-type: none"><li>● <i>The Outsiders</i> by S.E. Hinton</li><li>● <b>Prestwick House</b> Teacher's Guide/Movie</li><li>● "Harrison Bergeron" by Kurt Vonnegut (Honors)</li><li>● <i>Animal Farm</i> by George Orwell (Honors)</li><li>● <a href="#">Russian Revolution Web Quest</a></li></ul> <p><b><u>Writing Workshop</u></b></p> <ul style="list-style-type: none"><li>● Literary Analysis (symbolism, theme, characterization)</li><li>● <a href="#">Literary Analysis Graphic Organizer</a></li><li>● <a href="#">Middle School Writing Prompts</a></li><li>● Nancie Atwell <i>Lessons that Change Writers</i></li><li>● Units of Study in Argument, Information, and Narrative Writing, Grade 8 (Calkins)</li><li>● Free Verse Poetry</li></ul> <p><b>Independent Reading: YA Fiction</b></p> <p><b><u>Poetry</u></b> Selected poetry should be read and discussed daily/weekly in an effort to:</p> <ul style="list-style-type: none"><li>● instill a love of poetry</li><li>● expose students to various poets</li><li>● explore poetic form and structure</li><li>● identify literary devices</li><li>● discuss universal themes</li><li>● analyze for meaning</li><li>● become more fluent speakers and more attentive listeners</li></ul>





# ROCHELLE PARK SCHOOL DISTRICT

<ul style="list-style-type: none"> <li>● Powerpoints</li> <li>● Webquests</li> <li>● Fishbowl Discussions</li> <li>● Literature Circles</li> <li>● Book Clubs</li> <li>● Homework/Classwork</li> <li>● Anecdotal Notes</li> <li>● Student Conferencing (student-student and student-teacher)</li> <li>● Peer Assessment</li> <li>● Self-Assessment</li> <li>● Computer-Based Assessments:             <ul style="list-style-type: none"> <li>○ IXL</li> <li>○ Kahoot!</li> <li>○ Measuring Up Live</li> <li>○ Actively Learn</li> <li>○ Blog</li> </ul> </li> </ul>	<p><b>Potential poetry selections:</b></p> <p>Connect to <i>The Outsiders</i></p> <ul style="list-style-type: none"> <li>● "Where I'm From" by George Ella Lyons</li> <li>● "Nothing Gold Can Stay" by Robert Frost</li> <li>● "The Charge of the Light Brigade" by Alfred Lord Tennyson</li> </ul> <p>Additional potential resources for poem selections include:</p> <ul style="list-style-type: none"> <li>● <i>Naming the World: A Year of Poems and Lessons</i> by Nancie Atwell</li> <li>● <i>How to Eat a Poem</i> edited by the American Poetry &amp; Literacy Project</li> <li>● <i>Poetry Speaks Who I Am</i> edited by Elise Paschen</li> <li>● <i>Time You Let Me In: 25 Poets Under 25</i> Selected by Naomi Shihab Nye</li> <li>● Poetry for Young People Series</li> <li>● <a href="#">Favorite Poem Project</a></li> </ul> <p><b><u>Language and Word Study</u></b></p> <ul style="list-style-type: none"> <li>● Vocabulary Workshop Level C</li> <li>● <a href="#">Grammar Bytes</a></li> <li>● <a href="#">IXL</a> - Language Arts Exercises</li> </ul>
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Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	
<ul style="list-style-type: none"> <li>● Menu activities</li> <li>● Extra time for assigned tasks</li> <li>● Multi-sensory approach to instruction, assignments, and activities</li> </ul>	<ul style="list-style-type: none"> <li>● Frequent feedback</li> <li>● Modify/Diversify resources (ex: Newsela)</li> <li>● Modify level of learning tasks</li> <li>● Menu activities</li> </ul>	<ul style="list-style-type: none"> <li>● <b><i>Animal Farm</i> by George Orwell</b> Lessons include researching the <b>Russian Revolution</b> upon which the satirical allegory <i>Animal Farm</i> is based. In doing so, students will research and discuss qualities of</li> </ul>



# ROCHELLE PARK SCHOOL DISTRICT

<ul style="list-style-type: none"><li>● Adjust length of assignment</li><li>● Multiple response strategies</li><li>● Repeat, clarify, or reword directions</li><li>● Small group instruction</li><li>● Read directions aloud</li><li>● Consistent routine</li><li>● Mini-breaks between tasks</li><li>● Provide warning for transitions</li><li>● Frequent feedback</li><li>● Modify/Diversify resources (ex: Newsela)</li><li>● Modify level of learning tasks</li></ul>	<ul style="list-style-type: none"><li>● Adjust length of assignment</li><li>● Extension activities</li><li>● High-level thinking and analysis questions and discussions</li><li>● Independent student options</li><li>● Advanced vocabulary opportunities</li></ul>	<p>leadership, forms of government, propaganda, rhetoric, and oppression.</p> <ul style="list-style-type: none"><li>● <i>The Outsiders</i> by S.E. Hinton</li></ul> <p>Lessons include an in-depth look into social issues such as stereotyping, social class structure, and gang violence. Students will also compare and contrast the 1960s and 2003, in regards to fashion, media, music, movies, etc.</p>
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# ROCHELLE PARK SCHOOL DISTRICT

## Midland School

### English Language Arts Curriculum

#### Grade 8

#### Unit 3

<b>Grade: 8</b>	<b>Content: English Language Arts</b>
<b>Topic: Reading Informational/Argument</b>	<b>Time Frame: 8 weeks</b>
<p><b><u>NJSLS: Progress Indicators</u></b>          RI.8.1, RI.8.2,RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.8, RI.8.9, W.8.1a., W.8.1b., W.8.1c., W.8.1d.e., W.8.4, W.8.5, W.8.6, W.8.8, W.8.9b. , W.8.10,SL.8.1,SL.8.1a.,SL.8.1b.,SL.8.1c.,SL.8.1d.,SL.8.2SL.8.3, SL.8.6; L.8.3 ,L.8.1a. L.8.1b.L.8.1b.L.8.2a.,L.8.2a.,L.8.2b.,L.8.4, L.8.4a.,L.8.4b.,L.8.4c.d.,L.8.6</p>	

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>Reading informational text is a process that includes applying a variety of strategies to comprehend, interpret and evaluate texts</li> </ul>	<ul style="list-style-type: none"> <li>What impact does being able to synthesize, analyze, and evaluate informational texts have on a person's</li> </ul>



# ROCHELLE PARK SCHOOL DISTRICT

critically.

- Knowledge of textual and graphic features aid in text comprehension
- Structural elements such as context, meaningful order of ideas, transitional elements, and conclusion all help make meaning clear for the reader.
- References from texts provide evidence to support judgments made about why and how the text was developed and considers the content, organization, and form.
- All citizens need to critically consider messages provided through a variety of media in order to make informed decisions.
- The effectiveness of argumentative writing relies on the strength of the claims and the supporting details and how effectively the author explains the evidence and establishes a link between the claim and the evidence.
- Writers develop and present arguments and support their claims using evidence and explanation drawn from reliable sources.
- Standard grammar and usage are important in making meaning clear to the reader
- Writers need to document sources/give credit for the ideas of others.
- Speakers adapt speech to a variety of contexts and tasks.
- Speaking and listening skills improve communication and understanding

understanding of a complex topic?

- How do writers of informational texts use examples and evidence effectively to convince a reader of their claim?
- How can I evaluate claims made in informational texts and reconcile competing claims from multiple sources?
- What are the different forms of informational/explanatory texts and how are they organized?
- How do graphics and text features add to or detract from informational text?
- How and why do I let my reader know where my information came from?
- How do I keep track of all of my sources and notes? Why is this necessary?
- What is an argument?
- What criteria makes an argument effective?
- How can arguments affect change?
- How can the writing process strengthen your writing?
- How can I use technology to share my writing with others?
- How and why are structure and mechanics important to writing?
- What effect does word choice have on my writing?
- How do improved listening and speaking skills foster clear communication?

## Student Learning Objectives

### Reading: Informational

#### Students will be able to:

- Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as



# ROCHELLE PARK SCHOOL DISTRICT

well as inferences drawn from the text.

- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
- Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

## **Writing: Argument/Research**

### **Students will be able to:**

- Write arguments to support claims with clear reasons and relevant evidence.
  - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - Establish and maintain a formal style/academic style, approach, and form.
  - Provide a concluding statement or section that follows from and supports the argument presented.
- Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating



# ROCHELLE PARK SCHOOL DISTRICT

additional related, focused questions that allow for multiple avenues of exploration

- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence irrelevant and sufficient; recognize when irrelevant evidence is introduced”).
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **Speaking and Listening**

### **Students will be able to:**

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- Come to discussions prepared, follow rules for collegial discussions, pose questions, respond to others’ questions and comments with relevant evidence, and acknowledge new information expressed by others, qualifying or justifying their own views in light of the evidence presented.
- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **Language**

### **Students will be able to:**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
  - Form and use verbs in the active and passive voice.
  - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
  - Recognize and correct inappropriate shifts in verb voice and mood.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
  - Use an ellipsis to indicate an omission.
  - Spell correctly.



# ROCHELLE PARK SCHOOL DISTRICT

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - Use verbs in the active and passive voice and in the conditional and subjunctive mood
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Assessments	Resources
<ul style="list-style-type: none"> <li>● <a href="#">Benchmark Assessment</a>: Achieve the Core Sample Benchmark / Reading Informational</li> <li>● <a href="#">Benchmark Assessment</a>: NJ Model Curriculum / Reading Informational</li> <li>● <a href="#">Benchmark Assessment</a>: NJ Model Curriculum / Reading Argument</li> <li>● <a href="#">Reading Level Benchmark Assessments</a> The Reading and Writing Project</li> <li>● Teacher Observation (whole class instruction and/or discussion) Small-group instruction</li> <li>● Textbook Worksheets</li> <li>● Reader's/Writer's Workshop/Centers</li> <li>● Guided Reading</li> <li>● Short constructed response questions</li> <li>● Rubrics</li> <li>● Quizzes</li> </ul>	<p><b><u>Reading Workshop:</u></b></p> <ul style="list-style-type: none"> <li>● <b>Textbook: Prentice Hall Literature: Language and Literacy ©2010</b></li> <li>● <b>Potential Texts:</b> <ul style="list-style-type: none"> <li>○ "Forest Fire" by Anais Nin (Chronological)</li> <li>○ "Why Leaves Turn Color in the Fall" by Diane Ackerman (Cause-Effect)</li> <li>○ "The Season's Curmudgeon Sees the Light" by Mary C. Curtis (Compare/Contrast)</li> <li>○ "Science and the Sense of Wonder" by Isaac Asimov (Critical Essay)</li> <li>○ "The Trouble with Television" by Robert Mac Neil (Persuasive)</li> <li>○ "from Sharing in the American Dream" by Collin Powell (Persuasive Speech)</li> <li>○ "Emancipation" from Lincoln: A Photobiography by Russell Freedman (Historical Essay)</li> <li>○ "Brown vs. Board of Education" by Walter Dean Meyers (Historical Essay)</li> </ul> </li> </ul>



# ROCHELLE PARK SCHOOL DISTRICT

- Journals
- Essays
- Quick writes
- Summative chapter tests
- Projects
- Portfolio
- Exit Slips
- Do-Nows
- Graphic Organizers
- Presentations
- Powerpoints
- Webquests
- Fishbowl Discussions
- Literature Circles
- Book Clubs
- Homework/Classwork
- Anecdotal Notes
- Student Conferencing (student-student and student-teacher)
- Peer Assessment
- Self-Assessment
- Computer-Based Assessments:
  - IXL
  - Kahoot!
  - Measuring Up Live
  - Actively Learn

- **Speeches**
  - ["I Have a Dream" by Martin Luther King - Rhetorical Devices](#)
  - ["Letter From Birmingham Jail" by Martin Luther King \(Honors\)](#)
  - [Obama's Back to School Speech](#)
  - [JFK Excerpt from the 'Special Message to the Congress on Urgent National Needs'](#)
  - [Inspirational Speeches](#)
  - [Famous Short Speeches](#)
  - [Top Ten Presidential Speeches of All Time](#)
- [SOAPStone Speech Analysis](#)
- **Paired Texts - Social Media**
  - ["Is Google Making Us Stupid?" by Nicholas Carr](#)
  - [Teens: This is how social media affects your brain](#)
  - [The Secret Social Media Lives of Teenagers](#)
  - [The upside of selfies: Social media isn't all bad for kids](#)
  - [Parents' social media habits are teaching children the wrong lessons](#)
- **Text Structure/Purpose**
  - [Newsela](#)
  - [Essays Every High School Student Should Read \(Honors\)](#)





# ROCHELLE PARK SCHOOL DISTRICT

## Writing Workshop

- [Text Structures/Graphic Organizers](#)
- [New York Times 401 Prompts for Argumentative Writing](#)
- Nancie Atwell *Lessons that Change Writers*
- Units of Study in Argument, Information, and Narrative Writing, Grade 8 (Calkins)

## Poetry

Selected poetry should be read and discussed daily/weekly in an effort to:

- instill a love of poetry
- expose students to various poets
- explore poetic form and structure
- identify literary devices
- discuss universal themes
- analyze for meaning
- become more fluent speakers and more attentive listeners
  
- Potential resources for poem selections include:
  - *Naming the World: A Year of Poems and Lessons* by Nancie Atwell
  - *How to Eat a Poem* edited by the American Poetry & Literacy Project
  - *Poetry Speaks Who I Am* edited by Elise Paschen
  - *Time You Let Me In: 25 Poets Under 25* Selected by Naomi Shihab Nye
  - Poetry for Young People Series
  - [Favorite Poem Project](#)

## Language Arts and Word Study

- Vocabulary Workshop Level C



# ROCHELLE PARK SCHOOL DISTRICT

- [Grammar Bytes](#)
- [IXL](#) - Language Arts Exercises

Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	
<ul style="list-style-type: none"> <li>• Menu activities</li> <li>• Extra time for assigned tasks</li> <li>• Multi-sensory approach to instruction, assignments, and activities</li> <li>• Adjust length of assignment</li> <li>• Multiple response strategies</li> <li>• Repeat, clarify, or reword directions</li> <li>• Small group instruction</li> <li>• Read directions aloud</li> <li>• Consistent routine</li> <li>• Mini-breaks between tasks</li> <li>• Provide warning for transitions</li> <li>• Frequent feedback</li> <li>• Modify/Diversify resources (ex: Newsela)</li> <li>• Modify level of learning tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent feedback</li> <li>• Modify/Diversify resources (ex: Newsela)</li> <li>• Modify level of learning tasks</li> <li>• Menu activities</li> <li>• Adjust length of assignment</li> <li>• Extension activities</li> <li>• High-level thinking and analysis questions and discussions</li> <li>• Independent student options</li> <li>• Advanced vocabulary opportunities</li> </ul>	<p><b>New York Times - 401 Prompts for Argument Writing</b> allows students to explore issues across multiple disciplines including but not limited to Science, Civics, the Arts, Music, Social Issues, Technology, and Education.</p> <p><b>SOAPStone</b> analysis of various speeches not only allows students to explore rhetorical devices but also the historical contexts during which the speeches were delivered.</p>



# ROCHELLE PARK SCHOOL DISTRICT

Midland School #1

English Language Arts Curriculum

Grade 8

Unit 4

<b>Grade: 8</b>	<b>Content: English Language Arts</b>
<b>Topic: Reading Literature/Narrative Writing</b>	<b>Time Frame: 8 weeks</b>
<p><b>NJSLS Progress Indicators:</b>          RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.9, RL.8.10, W.8.3a, W.8.3b, W.8.3c, W.8.3d, W.8.3e, W.8.4, W.8.5, W.8.6, W.8.7, W.8.9a, W.8.10, SL.8.1(a-d), SL.8.2, SL.8.4, SL.8.5, SL.8.6, L.8.3, L.8.2(a-c), L.8.4(a-d), L.8.5(a-c), <b>L.8.6</b></p>	

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Drama is a unique literary form written to be performed in front of an audience.</li> <li>● Elements of drama help to bring a story to life.</li> <li>● Writing is a process.</li> <li>● Good writers use a repertoire of strategies that enable them to craft a fictional narrative.</li> <li>● Written communication and proper grammar mechanics promote fluency of communication</li> <li>● Speaking and listening skills improve communication and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>● What is drama and what literary elements (i.e., plot, theme, character, setting, point of view) are utilized in drama?</li> <li>● How does drama differ from other literary genres?</li> <li>● What strategies can writers consider and utilize when writing a fictional narrative?</li> <li>● How do improved listening and speaking skills foster clear communication?</li> <li>● How and why are structure and mechanics important to writing?</li> </ul>



# ROCHELLE PARK SCHOOL DISTRICT

## Knowledge and Skills

### Reading Literature

#### **Students will be able to:**

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from a text.
- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
- Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new
- By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

### Writing: Fictional Narrative

#### **Students will be able to:**

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.



# ROCHELLE PARK SCHOOL DISTRICT

- Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.
- Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
- Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

## **Speaking and Listening:**

### **Students will be able to:**

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
  - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with



# ROCHELLE PARK SCHOOL DISTRICT

relevant evidence, observations, and ideas.

- Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.
- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally)
- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant and evaluate the motives (e.g., social, commercial, political) behind its presentation, evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and add interest.
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## Language

### **Students will be able to:**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
  - Form and use verbs in the active and passive voice.
  - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
  - Recognize and correct inappropriate shifts in verb voice and mood.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
  - Spell correctly.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - Interpret figures of speech (e.g., verbal irony, puns) in context.
  - Use the relationship between particular words to better understand each of the words.
  - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).



# ROCHELLE PARK SCHOOL DISTRICT

Assessments	Resources
<ul style="list-style-type: none"><li>● <a href="#">Sample Benchmark Assessment</a>: Achieve the Core</li><li>● <a href="#">Benchmark Assessment</a> : NJ Model Curriculum / Reading Literature (Drama)</li><li>● <a href="#">Reading Level Benchmark Assessments</a> The Reading and Writing Project</li><li>● Teacher Observation (whole class instruction and/or discussion)</li><li>● Small-group instruction</li><li>● Textbook Worksheets</li><li>● Reader's/Writer's Workshop/Centers</li><li>● Guided Reading</li><li>● Short constructed response questions</li><li>● Rubrics</li><li>● Quizzes</li><li>● Journals</li><li>● Essays</li><li>● Quick writes</li><li>● Summative chapter tests</li><li>● Benchmark Assessments</li><li>● Projects</li><li>● Portfolio</li><li>● Exit Slips</li><li>● Do-Nows</li></ul>	<p><b>Textbook: Prentice Hall Literature: Language and Literacy ©2010</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"><li>● <b>Drama:</b><ul style="list-style-type: none"><li>○ <i>Twelve Angry Men</i> by Reginald Rose</li><li>○ <a href="#">Twelve Angry Men Unit Plan</a></li><li>○ <i>Julius Caesar</i> by William Shakespeare</li><li>○ Prestwick House Teaching Unit - <i>Julius Caesar</i></li><li>○ Scholastic Magazine</li></ul></li><li>● <b><i>And Then There Were None</i> by Agatha Christie</b><ul style="list-style-type: none"><li>○ Reader's Theater</li><li>○ Prestwick House Teacher's Guide</li><li>○ <a href="#">A Teacher's Guide: Common Core Aligned - Harper Collins</a></li></ul></li></ul> <p><b>Writing: Realistic Fiction</b></p> <ul style="list-style-type: none"><li>● <a href="#">Facts of Fiction</a></li><li>● Nancie Atwell <i>Lessons that Change Writers</i></li><li>● Units of Study in Argument, Information, and Narrative Writing, Grade 8 (Calkins)</li></ul> <p><b>Poetry</b></p> <p>Selected poetry should be read and discussed daily/weekly in an effort to:</p> <ul style="list-style-type: none"><li>● instill a love of poetry</li><li>● expose students to various poets</li></ul>



# ROCHELLE PARK SCHOOL DISTRICT

- Graphic Organizers
- Presentations
- Powerpoints
- Webquests
- Fishbowl Discussions
- Literature Circles
- Book Clubs
- Homework/Classwork
- Anecdotal Notes
- Student Conferencing (student-student and student-teacher)
- Peer Assessment
- Self-Assessment
- Computer-Based Assessments:
  - IXL
  - Kahoot!
  - Measuring Up Live
  - Actively Learn

- explore poetic form and structure
- identify literary devices
- discuss universal themes
- analyze for meaning
- become more fluent speakers and more attentive listeners

Additional potential resources for poem selections include:

- *Naming the World: A Year of Poems and Lessons* by Nancie Atwell
- *How to Eat a Poem* edited by the American Poetry & Literacy Project
- *Poetry Speaks Who I Am* edited by Elise Paschen
- *Time You Let Me In: 25 Poets Under 25* Selected by Naomi Shihab Nye
- Poetry for Young People Series
- [Favorite Poem Project](#)

### Language and Word Study

- Vocabulary Workshop Level C
- [Grammar Bytes](#)
- [IXL](#) - Language Arts Exercises

Differentiated Instruction

Interdisciplinary Connections

English Language Arts Curriculum

Grade 8

September 2017





# ROCHELLE PARK SCHOOL DISTRICT

RTI/ELL	Enrichment	
<ul style="list-style-type: none"> <li>● Menu activities</li> <li>● Extra time for assigned tasks</li> <li>● Multi-sensory approach to instruction, assignments, and activities</li> <li>● Adjust length of assignment</li> <li>● Multiple response strategies</li> <li>● Repeat, clarify, or reword directions</li> <li>● Small group instruction</li> <li>● Read directions aloud</li> <li>● Consistent routine</li> <li>● Mini-breaks between tasks</li> <li>● Provide warning for transitions</li> <li>● Frequent feedback</li> <li>● Modify/Diversify resources (ex: Newsela)</li> <li>● Modify level of learning tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Frequent feedback</li> <li>● Modify/Diversify resources (ex: Newsela)</li> <li>● Modify level of learning tasks</li> <li>● Menu activities</li> <li>● Adjust length of assignment</li> <li>● Extension activities</li> <li>● High-level thinking and analysis questions and discussions</li> <li>● Independent student options</li> <li>● Advanced vocabulary opportunities</li> </ul>	<p><i><b>Twelve Angry Men</b></i> by Reginald Rose Students explore the American Justice System.</p> <ul style="list-style-type: none"> <li>● Slide Presentation: <a href="#">Introduction to Justice System Protections</a></li> <li>● Resource: <a href="#">Protections in Our Justice System</a></li> <li>● Resource: <b>Essential Terms</b></li> <li>● Visual: <a href="#">The Diagram of a Courtroom</a></li> <li>● Article: <a href="#">“Reasonable Doubt”</a> <i>Julius Caesar</i></li> </ul> <p><i><b>Julius Caesar</b></i> by William Shakespeare Prior to reading, students will research the historical significance of Julius Caesar by completing a webquest. Students also prepare a presentation during which they share research on an assigned aspect of Elizabethan times.</p>



# ROCHELLE PARK SCHOOL DISTRICT

Midland School #1

English Language Arts Curriculum

Grade 8

Unit 5

<b>Grade: 8</b>	<b>Content: English Language Arts</b>
<b>Topic: Reading Literature &amp; Information/Writing Literary Argument</b>	<b>Time Frame: 6 weeks</b>
<b><u>NJSLS Progress Indicators:</u></b> RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.9, RL.8.10, R.I.8.1, R.I.8.2, R.I.8.3, R.I.8.4, R.I.8.5, R.I.8.6, R.I.8.7, R.I.8.8, R.I.8.9, R.I.8.10, W.8.3 (a-e), W.8.4, W.8.5, W.8.6, W.8.7, W.8.9, W.8.10, SL.8.1.(a-d), SL.8.2, SL.8.4, SL.8.5, SL.8.6, L.8.1 (a-b), L.8.2 (a-b), L.8.3, L.8.4 (a-d)	

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Book clubs help students become stronger readers by combining collaborative learning with student centered inquiry.</li> <li>• Readers develop a deeper understanding of text through personal reflection and discussion with peers.</li> <li>• The effectiveness of argumentative writing relies on the strength of the claims and the supporting details and how effectively the author explains the evidence and establishes a link between the claim and the evidence.</li> <li>• Standard grammar and usage are important in making meaning clear to the reader</li> <li>• Writers need to document sources/give credit for the ideas of others.</li> <li>• Speakers adapt speech to a variety of contexts and tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the purpose of a book club?</li> <li>• What behaviors in a book club will help to elicit and sustain meaningful conversations with their peers?</li> <li>• How will participating in a book club deepen my reading experiences?</li> <li>• What criteria makes a literary argument effective?</li> <li>• How can I use technology to share my reading and writing with others?</li> <li>• How and why are structure and mechanics important to writing?</li> <li>• What effect does word choice have on my writing?</li> <li>• How do improved listening and speaking skills foster clear</li> </ul>



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- Speaking and listening skills improve communication and understanding

communication?

## Student Learning Objectives

### **Reading: Literature**

#### **Students will be able to:**

- Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
- Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

### **Reading: Informational**

#### **Students will be able to:**



# ROCHELLE PARK SCHOOL DISTRICT

- Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
- Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

## **Writing: Literary Argument**

### **Students will be able to:**

- Write arguments to support claims with clear reasons and relevant evidence.
  - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from and supports the argument presented.
- Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience



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- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **Speaking and Listening**

### **Students will be able to:**

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **Language**

### **Students will be able to:**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
  - Form and use verbs in the active and passive voice.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.



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- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Assessments	Resources
<ul style="list-style-type: none"> <li>• <b>Prentice Hall Literature: Language and Literacy ©2010</b> Selection Assessments, Benchmark Assessment</li> <li>• <a href="#">Benchmark Assessment</a>: Achieve the Core Sample Benchmark / Reading Literature</li> <li>• <a href="#">Benchmark Assessment</a>: NJ Model Curriculum / Reading Informational</li> <li>• <a href="#">Reading Level Benchmark Assessments</a> The Reading and Writing Project</li> <li>• Teacher Observation (whole class instruction and/or discussion)</li>   <li>• Small-group instruction</li> <li>• Textbook Worksheets</li> <li>• Reader’s/Writer’s Workshop/Centers</li> <li>• Guided Reading</li> <li>• Short constructed response questions</li> <li>• Rubrics</li> <li>• Quizzes</li> <li>• Journals</li> <li>• Essays</li> <li>• Quick writes</li> </ul>	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• <b>Textbook: Prentice Hall Literature: Language and Literacy ©2010</b></li> <li>• <b>Book Clubs:</b> <ul style="list-style-type: none"> <li>○ Novels - Fiction, Historical Fiction</li> <li>○ ReadWriteThink NCTE <a href="#">Accountable Book Clubs</a></li> <li>○ <a href="#">Book Clubs: Developing Autonomy in Engaging with Literature</a></li> <li>○ <a href="#">Harkness Teaching Method for Group Discussions</a>/Assessment</li> </ul> </li> <li>• <b>Independent Reading:</b> Book Club Selections</li> <li>• <b>Poetry</b> Selected poetry should be read and discussed daily/weekly in an effort to: <ul style="list-style-type: none"> <li>• instill a love of poetry</li> <li>• expose students to various poets</li> <li>• explore poetic form and structure</li> <li>• identify literary devices</li> <li>• discuss universal themes</li> </ul> </li> </ul>



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- Summative chapter tests
- Benchmark Assessments
- Projects
- Portfolio
- Exit Slips
- Do-Nows
- Graphic Organizers
- Presentations
- Powerpoints
- Webquests
- Fishbowl Discussions
- Literature Circles
- Book Clubs
- Homework/Classwork
- Anecdotal Notes
- Student Conferencing (student-student and student-teacher)
- Peer Assessment
- Self-Assessment
- Computer-Based Assessments:
  - IXL
  - Kahoot!
  - Measuring Up Live
  - Actively Learn

- analyze for meaning
- become more fluent speakers and more attentive listeners

- Potential resources for poem selections include:
  - *Naming the World: A Year of Poems and Lessons* by Nancie Atwell
  - *How to Eat a Poem* edited by the American Poetry & Literacy Project
  - *Poetry Speaks Who I Am* edited by Elise Paschen
  - *Time You Let Me In: 25 Poets Under 25* Selected by Naomi Shihab Nye
  - Poetry for Young People Series
  - [Favorite Poem Project](#)

## **Writing: Literary Analysis/Literary Argument**

- [Literary Analysis Prompts](#)
- [Literary Analysis Graphic Organizer](#)
- [Multi-Media Project: Book Trailers](#)
- Units of Study in Argument, Information, and Narrative Writing, Grade 8 (Calkins)
- Nancie Atwell *Lessons that Change Writers*

## **Language and Word Study**

- Vocabulary Workshop Level C
- [Grammar Bytes](#)
- [IXL](#) - Language Arts Exercises



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Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	
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